



General Certificate of Secondary Education

Biology 4411

BLY3F Unit Biology 3

Mark Scheme

2009 examination – January series

Mark schemes are prepared by the Principal Examiner and considered, together with the relevant questions, by a panel of subject teachers. This mark scheme includes any amendments made at the standardisation meeting attended by all examiners and is the scheme which was used by them in this examination. The standardisation meeting ensures that the mark scheme covers the candidates' responses to questions and that every examiner understands and applies it in the same correct way. As preparation for the standardisation meeting each examiner analyses a number of candidates' scripts: alternative answers not already covered by the mark scheme are discussed at the meeting and legislated for. If, after this meeting, examiners encounter unusual answers which have not been discussed at the meeting they are required to refer these to the Principal Examiner.

It must be stressed that a mark scheme is a working document, in many cases further developed and expanded on the basis of candidates' reactions to a particular paper. Assumptions about future mark schemes on the basis of one year's document should be avoided; whilst the guiding principles of assessment remain constant, details will change, depending on the content of a particular examination paper.

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MARK SCHEME

Information to Examiners

1. General

The mark scheme for each question shows:

- the marks available for each part of the question
- the total marks available for the question
- the typical answer or answers which are expected
- extra information to help the Examiner make his or her judgement and help to delineate what is acceptable or not worthy of credit or, in discursive answers, to give an overview of the area in which a mark or marks may be awarded.

The extra information is aligned to the appropriate answer in the left-hand part of the mark scheme and should only be applied to that item in the mark scheme.

At the beginning of a part of a question a reminder may be given, for example: where consequential marking needs to be considered in a calculation; or the answer may be on the diagram or at a different place on the script.

In general the right hand side of the mark scheme is there to provide those extra details which confuse the main part of the mark scheme yet may be helpful in ensuring that marking is straightforward and consistent.

2. Boldening

- 2.1** In a list of acceptable answers where more than one mark is available 'any **two** from' is used, with the number of marks boldened. Each of the following lines is a potential mark.
- 2.2** A bold **and** is used to indicate that both parts of the answer are required to award the mark.
- 2.3** Alternative answers acceptable for a mark are indicated by the use of **or**. (Different terms in the mark scheme are shown by a / ; eg allow smooth / free movement.)

3. Marking points

3.1 Marking of lists

This applies to questions requiring a set number of responses, but for which candidates have provided extra responses. The general principle to be followed in such a situation is that 'right + wrong = wrong'.

Each error/contradiction negates each correct response. So, if the number of error/contradictions equals or exceeds the number of marks available for the question, no marks can be awarded.

However, responses considered to be neutral (indicated as * in example 1) are not penalised.

Example 1: What is the pH of an acidic solution? (1 mark)

Candidate	Response	Marks awarded
1	4,8	0
2	green, 5	0
3	red*, 5	1
4	red*, 8	0

Example 2: Name two planets in the solar system. (2 marks)

Candidate	Response	Marks awarded
1	Pluto, Mars, Moon	1
2	Pluto, Sun, Mars, Moon	0

3.2 Use of chemical symbols / formulae

If a candidate writes a chemical symbol / formula instead of a required chemical name, full credit can be given if the symbol / formula is correct and if, in the context of the question, such action is appropriate.

3.3 Marking procedure for calculations

Full marks can be given for a correct numerical answer, as shown in the column 'answers', without any working shown.

However if the answer is incorrect, mark(s) can be gained by correct substitution / working and this is shown in the 'extra information' column;

3.4 Interpretation of 'it'

Answers using the word 'it' should be given credit only if it is clear that the 'it' refers to the correct subject.

3.5 Errors carried forward

Any error in the answers to a structured question should be penalised once only.

Papers should be constructed in such a way that the number of times errors can be carried forward are kept to a minimum. Allowances for errors carried forward are most likely to be restricted to calculation questions and should be shown by the abbreviation e.c.f. in the marking scheme.

3.6 Phonetic spelling

The phonetic spelling of correct scientific terminology should be credited **unless** there is a possible confusion with another technical term.

3.7 Brackets

(.....) are used to indicate information which is not essential for the mark to be awarded but is included to help the examiner identify the sense of the answer required.

COMPONENT NUMBER: BLY3F**COMPONENT NAME: Biology****STATUS: Final****DATE: January 2009**

question	answers	extra information	mark
1(a)(i)	artery		1
1(a)(ii)	capillary		1
1(b)	alveoli		1
	red blood cells		1
	nucleus		1
Total			5

COMPONENT NUMBER: BLY3F

COMPONENT NAME: Biology

STATUS: Final

DATE: January 2009

question	answers	extra information	mark
2(a)(i)	energy		1
2(a)(ii)	microorganisms		1
2(b)(i)	25°C		1
2(b)(ii)	pathogens		1
Total			4

COMPONENT NUMBER: BLY3F**COMPONENT NAME: Biology****STATUS: Final****DATE: January 2009**

question	answers	extra information	mark								
3(a)	178	ignore working or lack of working correct working: 180 – 2 but no answer / wrong answer = 1 mark	2								
3(b)	<table border="1"> <thead> <tr> <th>Man A</th> <th>Man B</th> </tr> </thead> <tbody> <tr> <td><i>higher</i></td> <td><i>lower</i></td> </tr> <tr> <td>lower</td> <td>higher</td> </tr> <tr> <td>lower</td> <td>higher</td> </tr> </tbody> </table>	Man A	Man B	<i>higher</i>	<i>lower</i>	lower	higher	lower	higher	all 4 cells correct = 2 marks 2 or 3 cells correct = 1 mark 0 or 1 cells correct = 0 mark	2
Man A	Man B										
<i>higher</i>	<i>lower</i>										
lower	higher										
lower	higher										
Total			4								

COMPONENT NUMBER: BLY3F**COMPONENT NAME: Biology****STATUS: Final****DATE: January 2009**

question	answers	extra information	mark
4(a)	yeast		1
4(b)(i)	<p>two sensible suggestions, each linked to correct explanation:</p> <p>does not release CO gas is toxic / harms living organisms</p> <p>does not release NO_x / SO₂</p> <p>gas(es) cause acid rain / eq / harms organisms</p> <p>or</p> <p>does not cause acid rain (1) (acid rain) damages building / harms organisms (1)</p> <p>made from crops / not a fossil fuel (1) crops can re-grow / source is renewable / fossil fuels are non-renewable (1)</p>	<p>max 4 marks</p> <p>allow ethanol <u>only</u> releases CO₂ and H₂O for 1 mark</p> <p>do not allow more pollution / more gases released</p>	<p>1</p> <p>1</p> <p>1</p> <p>1</p>
4(b)(ii)	<p>any one from</p> <ul style="list-style-type: none"> • releases less energy (per litre) • need to burn more to cover same distance / travel shorter distance • land not being used for food crops / less food available • raises food prices 		1
Total			6

COMPONENT NUMBER: BLY3F**COMPONENT NAME: Biology****STATUS: Final****DATE: January 2009**

question	answers	extra information	mark
5(a)	40–60 hours		1
5(b)(i)	decrease 1 st slowly then faster / appropriate detail from the graph eg from 7.8 to 0 / faster after 4-10 h		1 1
5(b)(ii)	oxygen after glucose oxygen less than glucose	extra box ticked cancels 1 mark	1 1
5(b)(iii)	aerobic respiration		1
Total			6

COMPONENT NUMBER: BLY3F**COMPONENT NAME: Biology****STATUS: Final****DATE: January 2009**

question	answers	extra information	mark
6(a)(i)	kill / destroys (micro)organisms / bacteria / fungi / living things	do not allow get rid of microorganisms	1
6(a)(ii)	entered from environment / already in flask or insufficient heating to kill all microorganisms		1
6(b)	any two from: <ul style="list-style-type: none"> • heated more thoroughly / for longer / higher temperature • destroyed / killed all microorganisms • sealed better eg flask melted / sealed immediately after heating / no pouring through air • microorganisms unable to enter (from air) / can only enter when neck broken / open 		2
6(c)	biogenesis		1
Total			5

COMPONENT NUMBER: BLY3F**COMPONENT NAME: Biology****STATUS: Final****DATE: January 2009**

question	answers	extra information	mark
7(a)(i)	19 800	for correct answer ignore working or lack of working 165 × 120 but no answer / wrong answer = 1 mark (<u>ignore extras</u>)	2
7(a)(ii)	any two from: <ul style="list-style-type: none"> • for respiration • energy released • prevents anaerobic respiration • prevents build-up of lactic acid 	ignore oxygen debt allow energy produced	2
7(b)	any two from: <ul style="list-style-type: none"> • increased breathing rate • increased depth of breathing or deep breathing • dilation of arteries / vasodilation • blood diverted from elsewhere 	<ul style="list-style-type: none"> } more breathing is max 1 mark ignore increase in heart rate allow heavier breathing do not allow harder breathing allow blood vessels dilate do not allow veins / capillaries dilate ignore name of organ 	2
Total			6

COMPONENT NUMBER: BLY3F**COMPONENT NAME: Biology****STATUS: Final****DATE: January 2009**

question	answers	extra information	mark
8(a)	transpiration / evaporation / diffusion	ignore osmosis	1
8(b)(i)	D		1
8(b)(ii)	any two from: <ul style="list-style-type: none"> • <u>more</u> / <u>faster</u> diffusion or evaporation or transpiration • molecules move faster • maintains concentration gradient or keeps water concentration low in the air or brings in more dry air or removes damp air / water		2
Total			4

COMPONENT NUMBER: BLY3F**COMPONENT NAME: Biology****STATUS: Final****DATE: January 2009**

question	answers	extra information	mark
9(a)	prevents denaturation / change / damage of proteins / enzymes or prevents bacteria being killed / destroyed	allow protein is 'destroyed' do not allow 'bacteria denatured' or 'protein killed'	1
9(b)(i)	any two from: <ul style="list-style-type: none"> • anaerobic respiration • lactic (production) • acid (produced) 	do not allow 'bacteria are acidic' allow max 1 mark if incorrect named acid	2
9(b)(ii)	any one from: <ul style="list-style-type: none"> • thickens / clots / solidifies (milk) • kills other microorganisms or prevents other microbes growing <ul style="list-style-type: none"> • preserves yoghurt or prevents yoghurt going off or makes yoghurt last longer or keeps it fresh • reference to (improved) flavour 	allow reference to germs	1
9(c)	reduce / prevent growth / reproduction of microorganisms or to prevent decay or to preserve it or to keep it fresh or to prevent it becoming <u>too</u> sour	allow reference to germs ignore curdling	1
Total			5